

## Goucher Elementary

604 Goucher School Road  
Gaffney, South Carolina 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	215 Students	
<b>Principal</b>	Mrs. Shirley Sealy	864-487-1246
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mrs. Sandra B. Greene	864-902-3542

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	20	76	12	0

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Average	Below Average	Yes

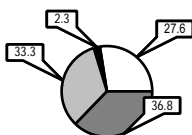
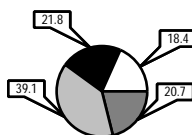
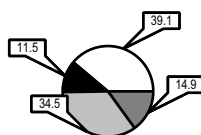
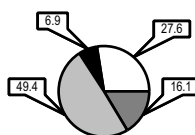
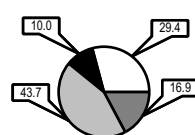
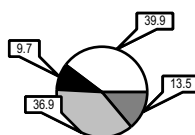
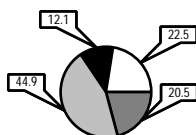
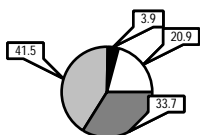
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	88	100.0	27.6	33.3	36.8	2.3	52.9	Yes	Yes
<b>Gender</b>									
Male	42	100.0	36.6	39.0	24.4	0.0	36.6	N/A	N/A
Female	46	100.0	19.6	28.3	47.8	4.3	67.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	84	100.0	26.5	33.7	37.3	2.4	53.0	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	77	100.0	23.7	35.5	38.2	2.6	56.6	N/A	N/A
Disabled	11	100.0	54.5	18.2	27.3	0.0	27.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	27.6	33.3	36.8	2.3	52.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	88	100.0	27.6	33.3	36.8	2.3	52.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	35.8	34.0	28.3	1.9	41.5	Yes	Yes
Full-pay meals	34	100.0	14.7	32.4	50.0	2.9	70.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	88	100.0	18.4	39.1	20.7	21.8	56.3	Yes	Yes
<b>Gender</b>									
Male	42	100.0	34.1	24.4	17.1	24.4	48.8	N/A	N/A
Female	46	100.0	4.3	52.2	23.9	19.6	63.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	84	100.0	18.1	39.8	20.5	21.7	56.6	Yes	Yes
African American	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	77	100.0	15.8	39.5	19.7	25.0	60.5	N/A	N/A
Disabled	11	100.0	36.4	36.4	27.3	0.0	27.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	18.4	39.1	20.7	21.8	56.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	88	100.0	18.4	39.1	20.7	21.8	56.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	22.6	43.4	22.6	11.3	47.2	Yes	Yes
Full-pay meals	34	100.0	11.8	32.4	17.6	38.2	70.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	88	100.0	39.1	34.5	14.9	11.5	26.4
<b>Gender</b>							
Male	42	100.0	43.9	24.4	22.0	9.8	31.7
Female	46	100.0	34.8	43.5	8.7	13.0	21.7
<b>Racial/Ethnic Group</b>							
White	84	100.0	38.6	33.7	15.7	12.0	27.7
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	77	100.0	35.5	36.8	15.8	11.8	27.6
Disabled	11	100.0	63.6	18.2	9.1	9.1	18.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	39.1	34.5	14.9	11.5	26.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	88	100.0	39.1	34.5	14.9	11.5	26.4
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	47.2	39.6	5.7	7.5	13.2
Full-pay meals	34	100.0	26.5	26.5	29.4	17.6	47.1

<b>Social Studies</b>							
All Students	88	100.0	27.6	49.4	16.1	6.9	23.0
<b>Gender</b>							
Male	42	100.0	34.1	41.5	14.6	9.8	24.4
Female	46	100.0	21.7	56.5	17.4	4.3	21.7
<b>Racial/Ethnic Group</b>							
White	84	100.0	27.7	48.2	16.9	7.2	24.1
African American	4	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	77	100.0	23.7	52.6	15.8	7.9	23.7
Disabled	11	100.0	54.5	27.3	18.2	0.0	18.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	27.6	49.4	16.1	6.9	23.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	88	100.0	27.6	49.4	16.1	6.9	23.0
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	32.1	58.5	5.7	3.8	9.4
Full-pay meals	34	100.0	20.6	35.3	32.4	11.8	44.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	29	100.0	14.8	14.8	59.3	11.1	70.4
	4	23	100.0	26.1	39.1	34.8	0.0	34.8
	5	38	100.0	28.6	51.4	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	36.7	16.7	43.3	3.3	46.7
	4	33	100.0	24.2	42.4	30.3	3.0	33.3
	5	24	100.0	20.8	41.7	37.5	0.0	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	29	100.0	11.1	40.7	33.3	14.8	48.1
	4	23	100.0	30.4	30.4	21.7	17.4	39.1
	5	38	100.0	20.0	45.7	20.0	14.3	34.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	20.0	50.0	23.3	6.7	30.0
	4	33	100.0	15.2	33.3	18.2	33.3	51.5
	5	24	100.0	20.8	33.3	20.8	25.0	45.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	29	100.0	37.0	44.4	18.5	0.0	18.5
	4	23	100.0	34.8	39.1	17.4	8.7	26.1
	5	38	100.0	54.3	34.3	8.6	2.9	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	46.7	36.7	6.7	10.0	16.7
	4	33	100.0	33.3	39.4	15.2	12.1	27.3
	5	24	100.0	37.5	25.0	25.0	12.5	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	29	100.0	18.5	63.0	11.1	7.4	18.5
	4	23	100.0	30.4	47.8	21.7	0.0	21.7
	5	38	100.0	45.7	31.4	14.3	8.6	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	30.0	50.0	20.0	0.0	20.0
	4	33	100.0	30.3	48.5	18.2	3.0	21.2
	5	24	100.0	20.8	50.0	8.3	20.8	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 215)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Up from 0.6%	3.2%	2.8%
Attendance rate	95.8%	Down from 96.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	7.6%	Down from 18.5%	10.0%	10.4%
On academic plans	35.0%	N/AV	39.2%	33.6%
On academic probation	30.8%	N/AV	2.7%	1.0%
With disabilities other than speech	3.2%	Down from 4.1%	8.2%	7.5%
Older than usual for grade	0.5%	Up from 0.0%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 15)</b>				
Teachers with advanced degrees	60.0%	Down from 71.4%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.1%	Down from 92.5%	87.5%	87.3%
Teacher attendance rate	93.5%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$46,425	Up 2.7%	\$42,390	\$42,485
Prof. development days/teacher	14.8 days	Down from 18.4 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.4 to 1	18.3 to 1	18.6 to 1
Prime instructional time	87.6%	Down from 89.2%	89.4%	89.7%
Dollars spent per pupil*	\$8,535	Up 27.6%	\$6,339	\$6,557
Percent of expenditures for teacher salaries*	62.7%	Down from 63.5%	63.8%	64.0%
Percent of expenditures for instruction*	65.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

It is with pleasure that the administration and staff at Goucher Elementary School provide this annual report to the community. We are proud of the student successes, parental support, and community involvement experienced this past year. We are dedicated to providing a safe and nurturing environment where students can excel and reach their full potential.

Through the use of various instructional techniques, we are making progress in raising our academic achievement. These include the use of MAPS testing, academic coaches, a literacy closet, and Accelerated Reader.

The 2005-2006 school year saw the implementation of a four-year-old kindergarten at Goucher Elementary. The school also experienced other exciting news that included being recognized by the Education Oversight Committee for Closing the Achievement Gap, plans for a six-classroom addition, and a grant for new playground equipment.

Mr. Dan Jones was recognized as the Teacher of the Year. Ms. Sharon Dover was honored as the Distinguished Teacher of Reading.

M. Clayton Fowler, Principal

Brian Peeler, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	19	19	20
Percent satisfied with learning environment	100.0%	100.0%	85.0%
Percent satisfied with social and physical environment	94.7%	94.7%	80.0%
Percent satisfied with school-home relations	84.2%	94.4%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.